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AUTHOR Dincher, Donna; McGuire, Lorraine
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ABSTRACT

An intervention was implemented to improve academic success and self-esteem of eighth grade students classified as learning disabled in a district northwest of Chicago, Illinois. Major elements of the intervention included strategies to increase teacher awareness of the students' inability to use and process information, intervention to improve organizational skills, and a plan to assist students in understanding the use of an organizational tool and how it is related to academic success and self-esteem. Inservice training was provided to the two teachers of students with learning disabilities who were going to implement the intervention. Students then learned to separate their notes and handouts according to subject areas, to organize them into a binder, and to complete a weekly checklist. As a result of the intervention, students' self-esteem improved, students' academic achievement increased, and students increased their awareness of the importance of using organizational skills. Appendices contain various survey forms and assessment instruments. (Contains 17 references.) (JDD)

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IMPROVING STUDENT ACADEMIC SUCCESS AND SELF-ESTEEM THROUGH THE USE OF ORGANIZATIONAL SKILLS

BY

*DONNA DINCHER
and
*LORRAINE MCGUIRE

Submitted in partial fulfillment of the requirements for the degree of Master's of Arts in Teaching and Leadership

Saint Xavier University-IRI
Field-Based Master's Program

Action Research Final Report
Site: Wheeling, Illinois
Submitted: April, 1994

*Teachers
Cooper Junior High School
Wheeling, IL

EC 303 310

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Abstract

AUTHORS: Donna Dincher
Lorraine McGuire

SITE: Wheeling

DATE: April 1994

TITLE: Improving Student Academic Success and Self-Esteem Through the Use of Organizational Skills.

ABSTRACT: This report describes an intervention for improving student academic success and self-esteem of eighth grade students who are classified as Learning Disabled, in a Junior High School, located in a district northwest of Chicago, Illinois. The problem was originally noted by two special educators, who found the amount and quality of students assignments low and subsequently achievement on tests poor.

Analysis of the probable cause data revealed that students with special needs generally lack organizational skills. These skills may not have been directly taught in their academic schooling, and the relevance of organizational skills to academic success not made clear. An underlying cause for academic failure may be students low self-esteem.

Solution methods suggested by the professional literature, and by an analyses of the problem setting, resulted in the implementation of a study skill intervention to enhance organizational skills. Increased self-esteem and academic success are two intended side effects of this process.

All symptoms of the original problem were reduced as projected: students' self-esteem improved, students' academic achievement increased, and students increased their awareness of the importance of using organizational skills.

This Action Research was approved by

Priscilla Hastwig Ed. D, **SXU Facilitator**

Terry Stirling, Ph. D., **IRI/Skylight Facilitator**

Dean, School of Education

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Chapter 1

STATEMENT OF PROBLEM AND DESCRIPTION OF CONTEXT

General Statement of Problem

Seventh and eighth grade self-contained learning disabled students from a suburban junior high school exhibit a lack of ability to use and process information in order to achieve academic success and positive self-esteem, as evidenced by homework assignments, teacher made tests, and teacher observation.

Immediate Problem Context

The Self-Contained Learning Disabled (SCLD) classroom which is the focus of this project is housed in one of two junior high schools in the district. The student population in this program is from the attendance areas of both junior high schools. Nine elementary schools from the district feed into the two junior high buildings. Each junior high school feeds into a separate high school. The junior high in which these students are enrolled in is at the west end of the district. This junior high school has a total enrollment of 486 seventh and eighth grade students. The student population is 91.4 percent White, one percent Black, one percent Hispanic, and six point six percent Asian/Pacific Islanders. Sixty-six students in the school are classified as having a learning disability or a behavior disorder. Of these students, 43 are enrolled in a resource program and 23 are in self-contained classrooms. These students are mainstreamed to varying degrees throughout the school day. Speech and language improvement and social work

services are offered to meet the individual needs of the students enrolled. The attendance rate at the junior high is 95.5 percent. The portion of students entering or leaving the school district, or mobility rate, is a low four point three percent. There are two students attending this school who are considered chronic truants. Just over one percent of the student population are from low income families. The percent of students eligible for bilingual education is five point three.

The staff at this junior high consists of: one principal; one assistant principal; one social worker; one reading specialist; four math teachers; four science teachers; three social studies teachers; three teachers who integrate reading, language arts, and social studies; four reading/language arts teachers; one foreign language teacher; two art teachers; three music teachers; two industrial technology teachers; two home arts teachers; four physical education teachers; five special education teachers; one part-time speech therapist; one part-time nurse; one media specialist; and four teaching assistants. A school psychologist, occupational and physical therapist, and a consultant for learning disabled and behavior disordered students are available through a special education cooperative. The average size class size in this junior high is 20.4 students per teacher. The school personnel is 95.7 percent White, and 72.3 percent female.

The Surrounding Community

This junior high school is one of eleven schools in a community consolidated school district northwest of Chicago, Illinois. The total student enrollment for the school district is 6,146. The

student population is acquired from five neighboring suburbs. The demographic profile of those residing in the five suburbs shows an average of 91.4 percent White, one point three percent Black, four point six percent Asian/Pacific Islander, zero point one percent Native American, and two point six percent other. In the last two decades, the percentage of minority students in this area has steadily increased. With the increase of minority students moving into the district, the need for bilingual education has increased as well.

Seventeen percent of the residents in the five suburbs moved from a different county since 1985. There has been an average increase of seventeen percent in new homes built in the five suburbs since 1985. Single family housing permits in the Northwest Suburbs have increased tremendously from 1991 to 1992. Due to low mortgage rates and rising consumer confidence, the builders expect 1993 to surpass the 1992 statistics on new homes being built. This will have a great impact on the number of students enrolled in the school district. (LeBien, 1993)

The 1990 census reveals the socio-economic profile and educational characteristics of the population in the five suburbs. When comparing the average family income of each suburb separately, the range is from $49,011 to $62,877. Of those people sixteen years of age or older in the labor force residing in the five suburbs, an average of three point six percent are unemployed. The average educational background of the adult population of all five suburbs within the school district is reveals that: 88.5 percent have

graduated from High School, 35.4 percent have a Bachelor's degree, and 10.2 percent have earned a Graduate/Professional Degree.

Regional and National Context of the Problem

The ability to use and process information is a skill that should be addressed throughout a student's educational experience. In addressing these skills, research shows a student will be better prepared for college. Dodd and Shaughnessy (1988) have stated a need to teach effective study skills in order to achieve academic success at the college level. They report a student must overcome obstacles in order to obtain these effective study skills. The earlier these obstacles are addressed in a student's education, the more likely they are to utilize and adapt them to their own learning environment. According to Petercsak (1986, p. 49)

> It is much easier to develop good study habits than to break bad ones; thus, independent study habits need to be established early in a students schooling. At the primary level, part of a teacher's responsibility in promoting study habits is to encourage appropriate study skills in the classroom. The objective of such encouragement is to have students recognize the benefits of such behavior in completing tasks.

Although it is important for the teacher to implement these study skills throughout the content areas, another avenue of assistance would be through the use of peer tutors. The use of peer tutors is advocated by Holder and Lister, (1984, p.2) "Positive ramifications of peer tutoring are: additional one-to-one attention to students with special educational needs, shared social

experience, improved self-esteem, decreased disruptive behavior, improved work habits, reduced stigma of special needs, and new and positive peer friendships." When pairing a regular education student with a special needs student, the results are twofold. First, there is positive peer interaction, which may result in a long term friendship. Second, the peer tutor assists the special need student to be an organized and effective learner (Holder, Lister, 1984). Petercsak (1986, p.49) states, "Students with good study methods are more likely to be better readers, receive higher grades, and find that learning can be enjoyable. Students need to develop habits and attitudes that help them organize and manage the way they learn."

Study skills are an essential element for academic success. Many students have not learned to utilize study skills in their education, and this impedes their ability to acquire information. Once students incorporate study skills into their learning repertoire, they may experience academic success and positive self-esteem.

Chapter 2

PROBLEM EVIDENCE AND PROBABLE CAUSE

Problem Background

As mentioned in Chapter 1, the lack of ability to use and process information is a concern of educators at the national level. Due to this concern there are a number of published resources available that address ways in which a student can improve academic success and self-esteem. A developed systematic plan to assist the needs of the individual student was not found by the educators.

In our district, each educator has the opportunity to address this problem within their own classroom. All of these individual approaches provide a lack of continuity from one grade level to the next. Therefore, these approaches do not provide consistency for the individual student as they progress through the system. Special educators across our district have noted this problem. Never the less, a district wide plan of action has not been implemented. The district has not attempted to coordinate the individual classroom approaches into a progressive curriculum. Therefore, the teachers lack the awareness of interventions implemented from the previous year.

Problem Evidence

The academic ability and self-esteem of the students within the Self Contained Learning Disabled (SCLD) program was inadequate for school success. Subjective and objective forms of

documentation on student achievement was collected. It was found that the amount and quality of student assignments were low and subsequently achievement on tests poor. This was observed in both the mainstream and self-contained classrooms. During this observation, the number of assignments turned in late were documented. Through student interviews, it was found that the majority of the assignments were understood, however, they were late due to the student losing or misplacing them.

Throughout a nine week period, base-line data were collected to determine the number of late assignments. (Appendix A) These data were collected on an individual basis for the seventh grade students within the SCLD program. After analyzing the data, it was determined that there were a considerable number of assignments turned in late. These data are presented in Table 1.

TABLE 1
Percentage of late assignments in Language Arts, Social Studies, Science and Math for a nine week period during the 1992-1993 school year.

Student Letter	Language Arts	Social Studies	Science	Math
A	39	6	20	0
B	17	0	4	0
C	34	33	24	23
D	29	6	8	0
E	2	6	12	0
F	5	0	4	4
G	43	33	48	0
H	30	33	12	6
I	36	27	28	0

Throughout the same nine week period, baseline data were collected to determine student academic achievement. These data are presented in Table 2.

TABLE 2
Student Grades in Language Arts, Social Studies, Science, and Math for a Nine Week Period During the 1992-1993 School Year

Student Letter	Language Arts	Social Studies	Science	Math
A	B	A	B	B
B	A-	A	B	B
C	C	B-	D	C
D	B	A	B	B
E	B	A	C	B
F	B	A-	B	B
G	C	A-	A	B
H	A-	A-	B	A
I	B	B	C	C
J	B	B	C	B

In August 1993, the first of two student surveys was administered. This survey addressed student self-esteem. (Appendix B) It was found that the majority of students lacked self-confidence. This survey also showed the students were embarrassed when an assignment was not completed on time. Data from this survey are presented in Table 3.

TABLE 3
Students Response to Self-Esteem Survey

	Question	Agree	Disagree	Blank
1.	Confidence when asked for homework	4	6	0
2.	Overwhelmed with increased workload	5	5	0
3.	Handle increase in work	7	3	0
4.	Satisfied with SCLD grades	7	3	0
5.	Satisfied with mainstream grades	6	4	0
6.	Feel materials are organized	5	4	1
7.	Capable of completing SCLD work	5	3	2
8.	Capable of completing mainstream work	4	3	3
9.	Embarrassed with incomplete work	5	3	2
10.	Do my best	8	1	1

The second survey, which addressed student organizational skills, was also administered in August 1993. (Appendix C) The objective portion of the survey revealed students asked for a second copy of handouts 90 percent of the time. It was noted that a long period of time was needed by 80 percent of the students surveyed to locate necessary materials for class. Students responded they did not complete homework due to losing assignments sheets. It was found that the majority of students wanted to improve organizational skills. These data are presented in Table 4.

TABLE 4
Results of Objective Portion of the Student
Survey on Organizational Skills

Question	Always	Sometimes	Never
1. Second copy needed	0	9	1
2. Understand discussions when work is completed	4	6	0
3. Organized outside of school	2	6	2
4. Cannot locate materials in locker	1	7	2
5. Locate assignments in notebook	2	7	1
6. Organize materials	4	6	0
7. Lose assignment sheets	1	8	1
8. Could organize more effectively	2	7	1
9. Use a plan to organize a notebook	3	5	2
10. Improving organizational skills is important	0	9	1

The objective portion of the student survey on organizational skills required the student to write a short response to five questions on homework completion and organization. Sixty percent of the students stated homework was not completed on time due to forgetting or losing the assignment. One hundred percent of the students surveyed responded they complete the easiest or shortest assignments first. When an extrinsic reward is used, 80 percent of the students surveyed said they would attempt to complete their assignments on time. When asked the question, "Out of ten assignments, how many would you complete on time?" the student responses ranged between five and ten.

A summary of the data reported indicate a need for an intervention to assist the students in the area of homework completion. The results of the student surveys confirm the original

observation that students lack the ability to use and process information in order to improve academic achievement.

Probable Causes of Problem

Data to indicate probable cause factors were gathered from three sources within the setting. A sample of ten students from a junior high school were chosen. Seventh grade students from the SCLD program were selected and administered the first student survey. (Appendix B) The intent of the survey was to determine: students' perception of homework completion and grades earned in the self-contained classroom compared to their mainstream classes, the amount of student confidence when asked to turn in homework, the degree in which the student can handle the increase in work from year to year, and the level of embarrassment the student experiences when homework is not completed on time. In addition to this survey, the same ten students were administered a second survey. (Appendix C) The design of this survey was to determine: student awareness of how frequently they ask for a second copy of assignments, the length of time needed to locate materials for class, their perception of incomplete homework due to lost assignment sheets, and the emphasize they place on improving organizational skills. These data were compared to baseline data previously gathered. (Appendix A) The baseline data illustrated a high percentage of late assignments turned in by the students surveyed. When compared to the two student surveys administered, a number of probable causes were identified.

A summary of probable cause data gathered from the problem site warranted the following conclusions: increase in workload from year to year may overwhelm the student, lack of time to gather needed materials due to junior high scheduling is a problem, large number of teachers with individual classroom expectations for students is a problem, lack of confidence in completing work exists, and organizational skills may not be modeled outside the school setting. This data summary is illustrated in Figure 1.

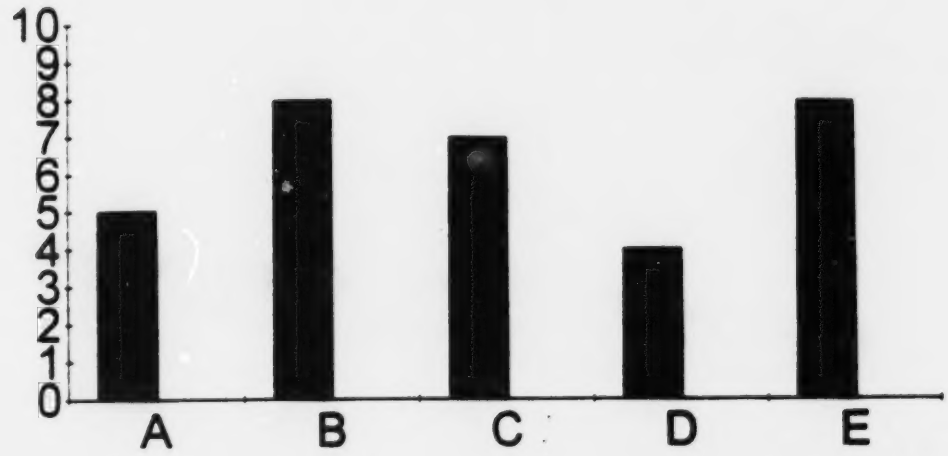

Figure 1

Summary of findings of Probable Cause Data

A = # of students who feel overwhelmed with increased workload from year to year
B = # of students who feel they could organize their materials more effectively
C = # of students who ask for a second copy of assignments.
D = # of students who lack confidence when teachers ask for assignments
E = # of students who do not organize materials outside of school

Probable cause data from the literature suggested by Kops and Belmont(1985) and Alley and Deshler(1979) as cited by Slade(1986, p.261) indicates:

> Disorganized LD students require more than their share of a teachers energy and attention. They lose pencils, misplace papers, and encourage other classroom interruptions that needn't occur. The effects of disorganization range from student/teacher frustration, to behavioral disruptions, to poor test performance. No wonder children who are disorganized are less likely to succeed in school than their organized peers.

Organizational skills are important for all students to enhance their academic success. Through observation, it was noted the students in the SCLD classroom lack the ability to organize classroom materials. This is supported by Spector, Decker & Shaw, (1991, p. 239) as they state "Notebooks were often a disorganized array of single sheets of papers folded in pockets or piled loosely together in folders. Homework assignment sheets were rarely kept on a consistent basis." Smith (1988) stated that a typical school problem of a student who exhibits learning disabilities is to be poorly organized and generally lacking in study skills. Spence & Spence (1990) suggested that study skills are a foundation upon which academics are built. Students will have a better chance to develop these skills if the skills are taught at an earlier age.

Some of the students observed, lack the awareness of identifying a strategy to organize their school materials for self-contained and mainstream classes. According to Harries (1986, p. 447)

> Many students struggling with academic work fail to develop the organizational techniques and strategies that lead to success. Development of independent organizational skills can be encouraged by specifically teaching these strategies. The student can begin to learn to depend on these skills and start to generalize their usage to regular classroom work.

It is essential for the student in the SCLD program to develop the study skills that will assist them in becoming independent learners, and will enhance their self-esteem. Chervin (1986) suggests that social, emotional, and academic skills need stimulation and support in today's school setting.

A summary of probable causes for the problem gathered from the site, and from the literature included the following elements:

1. inconsistent standards were set by individual teachers,
2. there was an increase in academic work,
3. transition from elementary to junior high setting was overwhelming,
4. scheduling which requires students to travel from class to class was demanding,
5. organizational skills may not be modeled at home or school,
6. there was a lack of confidence in completing work,
7. special education students generally lack organizational skills.

Chapter 3

The Solution Strategy

Review of the Literature

Analysis of probable cause data suggested reasons related to inconsistent standards set by individual teachers, an increase in academic work, the transition from elementary to junior high school, and student schedules which require students to travel from one class to another. In addition to these data, research literature suggested the following probable causes: organizational skills may not be modeled at home or school, students lack of confidence in completing work, and students receiving special education services generally lack organizational skills.

A literature search was undertaken to further understand the problem and discover possible solutions related to these probable cause data. After viewing the students at the problem site a series of questions arose as to how an appropriate plan of action could be developed.

The questions that were generated included; 1) What are some factors that hamper the students from completing school work? 2) Do the students have a system to prioritize completion of homework assignments? 3) Do the students have the necessary materials to complete school work? 4) Are the students aware of the qualities that foster good study habits? 5) How is academic success affected by study habits? 6) What study skills are necessary to improve academic success? 7) How can teachers assist students to become

more responsible in achieving academic success? 8) How does academic success affect self-esteem? 9) How do the characteristics of a LD student affect academic performance? 10) To what extent do attitudes and values influence academic success? 11) Which teaching strategies contribute to student success? 12) What curricular content and processes facilitate students academic success?

After the review of these questions, a literature search included the following categories: study skills, organizational skills, academic success, self-esteem, and special education.

Study skills are lacking among students who are enrolled in LD programs.

> Study skills have been recognized as a unique curricular concern for many students, particularly those who are considered mildly handicapped. Interestingly, this domain has been referred to as the 'invisible curriculum' (Towle, 1982) because educators have too often assumed that study skills develop automatically rather than needing direct instructional efforts (Polloway, Patton, 1989, p.379).

Many educators feel study skills are indirectly taught through the academics. However evidence shows that most students do not learn study skills unless they receive explicit instruction in their use. This applies to special needs students because they lack the ability to concentrate for long periods of time and process information affectively. This is supported by Petercsak (1986, p.2) as he states..."the concept that study skills instruction needs to be part of the curriculum at every grade level and needs to be taught through a

developmental approach..." If teachers do not address these skills in the elementary years, students may not have the opportunity to develop as independent learners later in life. According to Dobb and Shaughnessy (1988), students are arriving in college lacking necessary study skills therefore, universities are offering developmental and remedial classes. Students may experience greater academic success as they acquire a repertoire of study skills. Albert and Joan Hodapp (1992, p.234) suggest that "notebooks are effective organizational tools when used consistently." Notebooks would be a beneficial tool to the special education students due to the common deficits in the areas of: spatial relations, understanding sequence, and time orientation. "The specialist role with LD students is to help remediate deficits or weaknesses and to provide compensatory education when appropriate" (Moskowitz, 1988, p.541). He also suggest that the specialist monitor the LD student and intervene when necessary to guide them towards a successful situation. As students with learning disabilities develop these study skills they will assume a more independent role in school. Spector, Decker and Shaw (1991) advocate, that this new found role decreases the time spent receiving special services and leads students to the ultimate goal of mainstream classes. As students are mainstreamed they develop a stronger self-esteem. "The literature indicates a very strong relationship between self-concept and achievement" (Morvitz and Motta, 1992, p. 73).

Student's self concept are affected when they experience poor academic achievement. Haynes (1986) mentions that self-esteem

can have a ripple effect towards academic tasks as one succeeds and fails. It is viewed that a positive learning experience will increase a students self-esteem enhancing confidence in a weaker area. Heyman (1990, p. 474) supports this by stating "...in the case of children with learning disabilities, self-perception of the learning disability may have an effect on academic self-concept and self-esteem, which in turn may influence achievement." Rowley (1981, p. 17) states that "research shows the learning disabled child has a lower self-esteem than his normal school mates. In extreme cases, the child sees his learning disabilities as originating within himself, extending to all performances, and lasting for as long as he lives." The educators role is to provide positive interventions which the student can adapt into life long tools.

In summary, research suggests that study skill strategies should be directly taught in school. A key strategy mentioned in research was the use of an organizational tool. These strategies should be ongoing in order to enhance students academic achievement and self-esteem. It was also noted in research, that these study skills would assist the student with special needs.

The following components were found necessary for implementation. Teacher collaboration to develop a unified binder system for student use. Teacher instruction to model and allow guided practice for students. The student component involves interaction with notes and handouts as they are identified and classified. An appropriate organizational tool is the three-ring binder, sectioned according to subjects.

Project Outcomes

The terminal objective of this problem intervention was related to the baseline data and student surveys as illustrated in Chapter 2. These data indicated the discrepancy between the students ability to use and process information and academic success. Probable cause data and solution strategies previously presented suggest the need for improving student organization. Therefore:

> As a result of the implementation of alternative strategies, during the period of September 1993 to January 1994, the eighth grade junior high students enrolled in the SCLD program will increase their ability to use and process information as measured by students surveys and homework completion logs and quarterly grades.

In order to accomplish this terminal objective, the following process objectives defined the major strategic procedures proposed for problem resolution.

> 1) As a result of in-service explanation and training, the teachers involved will increase their awareness of implementing the study strategy.
>
> 2) As a result of using classification skills, the students of the SCLD program will become familiar with how to identify and separate notes and handouts according to subject area.
>
> 3) As a result of teacher modeling and student interaction with teacher and materials, the students in the SCLD program will understand how to organize and include notes and handouts in a three-ring binder. Improvement of student self-esteem is an intended side effect.

4) As a result of teacher modeling and student interaction, the students in the SCLD program will understand the weekly procedure of completing the three-ring binder checklist.

5) Through the use of a three-ring binder, the students of the SCLD program will independently and successfully use their classification skills to organize their materials.

6) Through ongoing teacher meetings, teacher behavior will be monitored and consistent assessment of student work will be assured.

Proposal Solution Components

The major elements of the approach used to reduce the discrepancy are; strategies to increase teacher awareness of the students inability to use and process information; intervention to improve organizational skills; and a plan to assist students in understanding the use of this organizational tool and how it is related to academic success and self-esteem. These elements are related to the terminal objective in that they attempt to improve academic achievement and self-esteem. Discrepancy data indicated that the student population involved demonstrated the inability to use and process information. The probable cause data indicated that inconsistent standards were set by individual teachers, the students were overwhelmed by the increase in academic work, and the transition from the elementary school to the junior high school may have been a factor in causing students difficulty in this area.

Chapter 4

Action Plan for Implementing The Solution Strategy

Description of the Problem Resolution Activities

The action plan is designed to address three major solution components; the development of a study skills intervention, the development of measured awareness for teachers of the self-contained learning disabled program, and the development of increased student understanding and participation.

The development of the study skill intervention phase will begin in early August 1993 and will involve the two teacher researchers of students with learning disabilities. Using data collected at the end of the 1992-1993 school year, these researchers will design a study skill intervention. This intervention will be integrated into the existing curriculum of the 1993-1994 school year. These two individuals will be explaining the intervention to the remaining staff of the Self Contained Learning Disabled (SCLD) program, as well as taking the primary role in implementing the study skill intervention.

The awareness phase for teachers of the SCLD program will begin in late August 1993 and continue throughout the academic school year. The two purposes of this phase are to inform the staff of SCLD program of the study skill intervention, and the process for monitoring student progress.

The student phase of the implementation plan will begin in early September 1993 and continue throughout the 1993-1994 school year. The first purpose of this phase is to review classification skills so the student will become familiar with identifying and separating notes and handouts according to subject areas. The second purpose is to direct students to use their classification skills to organize materials into a three-ring binder. This binder will be individually designed to accommodate each students schedule. Each subject area will consist of two tabs; one for notes and another for assignments. The front pocket of the binder is designated for personal information. The back pocket of the binder is designated for homebound papers.

The implementation plan is presented below in outline form and in chronological order. The strategies may overlap from time to time.

1. Provide inservice explanation and training.
   A. Who: The two teachers of LD students who will design the study skill intervention.
   B. What: Explanation of the study skill intervention to the teachers of the SCLD program.
   C. When: This will occur in late August 1993.
   D. Where: Explanation and training will occur at the Junior High School.
   E. How: They will use verbal explanation and walk through the developed intervention with the staff of SCLD program.
   F. Why: This intervention will be implemented in all the classes in the SCLD program.

2. Review classification skills.
   A. Who: The eighth grade students in the SCLD program for the 1993-94 school year.
   B. What: They will familiarize themselves with how to identify and separate notes and handouts according to subject areas.
   C. When: This will occur in early September 1993.
   D. Where: This review will take place at the Junior High School.
   E. How: The students will separate and organize a set of given notes into appropriate piles.
   F. Why: To show understanding of classification skills.
3. Teachers modeling and student interaction with teacher and materials to organize the three-ring binder.
   A. Who: The Junior High School teachers and students of the SCLD program.
   B. What: The teacher will model how to organize and insert notes and
      handouts in the three-ring binder. Students will then interact with the teacher and materials to show understanding of how to organize and insert notes and handouts in the three-ring binder.
   C. When: This will take place in September 1993.
   D. Where: This will occur at the Junior High School.
   E. How: Through hands-on use of notes, handouts and three-ring binder.
   F. Why: Modeling and student interaction will provide instruction and hands-on practice to assist the students to better understand how to organize their individual three-ring

binders. An increase in self-esteem and academic success are two intended side effects of this process.

4. Teachers modeling and student interaction with materials and teacher to understand the weekly checklist.
   A. Who: The Junior High School teachers and students of the SCLD program.
   B. What: The teacher will model how to complete the weekly checklist. Students will then interact with materials and teachers to demonstrate understanding of how to complete the checklist.
   C. When: This will transpire in September 1993.
   D. Where: This will happen at the Junior High School.
   E. How: Through hands-on use of a three-ring binder and a checklist.
   F. Why: Teacher modeling and student interaction will provide instruction and hands-on practice to assist the students to better understand how to organize their individual three-ring binders. Increased self-esteem and academic success are two intended side effects of this process.
5. Successfully utilizing the three-ring binder.
   A. Who: The eighth grade students in the SCLD program for the 1993-94 school year.
   B. What: They will use their classification skills to organize their materials.
   C. When: This will occur September 1993 through January 1994.
   D. Where: Organization of the three-ring binder will take place at the Junior High School.

E. How: The students will separate and organize notes and handouts into the appropriate sections of the three-ring binder.

F. Why: This three-ring binder will be used to assist the students to better organize their materials.

6. Weekly monitoring of the three-ring binder.

A. Who: The Junior High School teachers and students of the SCLD program.

B. What: They will monitor the organization of the three-ring binder.

C. When: This will occur from September 1993 through January 1994.

D. Where: This will take place at the Junior High School.

E. How: A given checklist will be used to determine whether the students are better able to organize their work and time.

F. Why: Weekly monitoring will be done to insure that the study skill intervention is being maintained.

Methods of Assessment

Several methods of data collection will be used to assess the success of the developed study skills intervention. Documentation of self-esteem and organizational skills will be measured through the use of student surveys. These surveys will be administered to the eighth grade students of the SCLD program in January 1994. The results will be compared to the survey given at the beginning of implementation in August 1993. Grades will be recorded in a teacher grade book so results from January 1994 can be compared to pre-data gathered during the 1992-1993 school.

The documentation of completed work received on time, will be measured daily through the use of teacher observation and a grade book. These data will be collected throughout the given intervention period. The teachers will use this information to provide feedback to the students about their progress with completing assignments.

The monitoring of student classification skills will be accomplished through the use of a weekly checklist. Students will be informed at the beginning of the intervention that the weekly checklist will be completed in conjunction with the teacher.

Changes in homework completion will be determined through teacher records and observation. These data will be compared to that collected in May of 1993.

Chapter 5

EVALUATION OF RESULTS AND PROCESS

Implementation History

The terminal objectives of the intervention addressed the issue of the students' inability to use and process information in order to achieve academic success. This inability had a negative effect on the students self- esteem. Homework assignments, teacher made tests, and teacher observation indicated that there were a considerable number of assignments turned in late. This impacted the students ability to understand the presented material. Subsequently, achievement on tests was poor. The seventh and eighth grade students in the SCLD program exhibited an urgent need for remediation. Therefore, the terminal objective stated:

> As a result of the implementation of alternative strategies, during the period of September 1993 to January 1994, the eighth grade junior high students enrolled in the SCLD program will increase their ability to use and process information as measured by student surveys, homework completion logs, and quarterly grades.

The development of the study skill strategy to address the student's ability to use and process information in the SCLD program began with the collection of subjective and objective forms of documentation on student achievement. This documentation was compiled throughout a nine week period during the 1992-93 school year. The need for remediation was evident and it was determined

that the teacher of the SCLD program would develop goals and objectives which would assist students to use and process information while utilizing an organizational tool.

In the summer of 1993 the teachers of the SCLD program met to discuss the development of a study skill intervention. During this time the strategy, specific content , and materials were designed. The final study skill intervention was approved in August 1993 by the administration of the said junior high school for the use in the SCLD program for the 1993-94 school year.

In late August 1993, the awareness phase was implemented. The teachers of the SCLD program presented the study skill intervention, the implementation plan, and the process for monitoring student progress to the staff of the SCLD program.

The student phase of the implementation plan was initiated in early September 1993 by giving the students a survey to assess self-esteem and organizational skills. Shortly after the surveys were administered, the teachers began the study skill strategy by providing a review of classification skills. The purpose of this was to familiarize the students with identifying and separating notes and handouts according to subject areas. The students were given the opportunity to classify notes and handouts according to subject through numerous supervised hands-on activities. Following the classification activity, the teachers modeled the proper procedure for organizing materials and inserting them into appropriate sections of the three-ring binder. Students then demonstrated their understanding of how to organize their individual three-ring binder. An overhead projector provided a visual aid, which allowed the

teacher to demonstrate the proper procedure for completion of a weekly checklist. Students then interacted with materials and teachers to demonstrate their understanding of how to complete the weekly checklist. The students were then asked to organize their individual three-ring binder from September 1993 through January 1994.

Through the use of weekly checklists, the teacher and students analyzed and discussed the placement of materials that were inserted into the three-ring binder. During these weekly checks, the teacher recorded the accuracy of location for the given notes and handouts in each subject area. The documentation of completed work received on time, was measured daily through the use of a grade book (Appendix D & E) and teacher observation. The quality of student assignments was evaluated by predetermined criteria and then recorded in the teacher grade book. These data were collected from September 1993 to January 1994. The teachers used this information to provide feedback to the students about their progress with completing assignments.

Presentation and Analysis of Project Results

In order to assess the effects of the planned intervention, student achievement for language arts, social studies, science, and math was documented. An organizational tool, a three-ring binder, was introduced and implemented throughout the research period. This intervention was utilized to enhance the student's academic success through the consistent monitoring of homework completion

and organization of materials. An intended side-effect of this process was to increase self-esteem.

Throughout the proposed intervention period, a weekly checklist (Appendix F) was completed. This was completed in a conference between the teacher and student held on the last day of each week. During these conferences the student explained the contents of their binder from the front to back. If notes and handouts were inappropriately placed, the teachers immediately intervened and helped reorganize. This reorganization allowed the student a fresh start for the upcoming week. The students with well organized materials were praised by the teacher to continually motivate the effective utilization of the organizational tool.

The completed checklists were kept by the teacher to record individual student progress throughout the intervention period (Appendix G). These data indicated that students' materials were consistently inappropriately placed when the intervention began. As the intervention period progressed, students were placing materials in their binders with a higher degree of accuracy. These data are presented in Table 5.

TABLE 5
Percentage of Assignments Properly Categorized and Ordered
During Four One-Month Periods for SCLD Classes

Student	Month 1		Month 2		Month 3		Month 4	
	Cat.	Order	Cat.	Order	Cat.	Order	Cat.	Order
A	88	88	84	84	90	90	96	93
B	79	83	85	83	89	88	93	89
C	79	82	83	82	88	83	93	92
D	52	45	68	68	85	79	82	79
E	76	70	90	90	96	96	97	95
F	74	78	89	88	93	89	90	88
G	61	60	20	20	0	0	53	53
H	75	80	80	80	76	75	78	78
I	58	53	66	64	78	77	94	94
J	34	30	60	49	64	60	74	71

Cat. = Category

Data were gathered during the intervention period to determine the number of assignments turned in late. These data were divided into the first nine week grading period, quarter one (Appendix D), and the second nine week grading period, quarter two (Appendix E). The data collected during the two 1993-94 school year grading periods were compared to the baseline data recorded throughout a nine week grading period during the 1992-93 school year. These data are summarized in table 6. This table represents the breakdown of late assignments for each student according to the four subject areas. In comparing the two grading periods (post data) to baseline data (pre data), an improvement in the majority of the subject areas was noted. In the subject of language arts, a 50 percent improvement

was noted in quarter one, and a 60 percent improvement for quarter two. Social studies showed improvement of 22 percent for each quarter. In the academic area of science, a 70 percent improvement was indicated for quarter one, and a 63 percent improvement for quarter two. Math showed the largest increase in improvement with 60 percent in quarter one, and 80 percent in quarter two.

TABLE 6

Percentage of late assignments in Language Arts, Social Studies, Science, and Math for three nine week grading periods for SCLD Classes
Pre Data 1992-93 & Post Data 1993-94

Student	Language Arts			Social Studies			Science			Math		
	Pre	Post		Pre	Post		Pre	Post		Pre	Post	
Letter	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3
A	39	16	23	6	29	21	20	5	0	39	3	16
B	17	0	7	0	11	0	4	0	0	17	0	0
C	34	36	10	33	35	29	24	M	14	34	40	32
D	29	36	10	6	2	14	8	35	0	29	14	17
E	2	12	10	6	11	7	12	5	7	2	3	16
F	4	1	18	0	29	14	4	25	7	5	0	4
G	43	52	40	33	52	50	48	M	78	43	52	40
H	30	28	31	33	M	M	12	2	7	30	11	8
I	36	28	23	27	29	0	28	35	28	36	26	16
J	24	25	20	15	22	17	23	14	15	24	19	18

M = Mainstream Class

In analyzing the pre and post data taken from the student self-esteem survey, a general increase in self-esteem was evident. Although the students felt overwhelmed with the increase in workload from year to year, they did feel capable of completing the

work and are satisfied with the grades they are receiving. It was also found that 70 percent of the students felt their materials were organized at the time the post survey was administered in January 1994. These data are shown in Table 7.

TABLE 7

Pre & Post Student Response to Self-Esteem Survey
September 1993 and January 1994

	Question	Agree		Disagree		Blank	
		Pre	Post	Pre	Post	Pre	Post
1.	Confident when asked for homework	4	9	6	1	0	0
2.	Overwhelmed with increased workload	5	8	5	2	0	0
3.	Handle increase in work	7	6	3	4	0	0
4.	Satisfied with SCLD grades	7	9	3	1	0	0
5.	Satisfied with mainstreamed grades	6	4	4	6	1	0
6.	Feels materials are organized	5	7	4	3	1	0
7.	Capable of completing SCLD work	5	8	3	0	2	2
8.	Capable of completing mainstream work	4	6	3	2	3	2
9.	Embarrassed with incomplete work	5	4	3	6	2	0
10.	Do my best	8	10	1	0	1	0

A survey of the students on their organizational strategies was also administered in January 1994. The objective portion of this survey indicated 100 percent of the student use a plan to organize materials in a notebook. It was also noted that 100 percent of the students can easily locate assignments in their notebook. Ninety percent of the students responded that organizational skills are important to them. Data from this survey are presented in table 8.

TABLE 8

Pre & Post Student Response to Objective Portion of Survey on Organizational Skills September 1993 and January 1994

	Question	Always		Sometimes		Never	
		Pre	Post	Pre	Post	Pre	Post
1.	Second copy needed	0	0	9	8	1	2
2.	Understand discussion when work is completed	4	4	6	5	0	1
3.	Organized outside of school	2	5	6	3	2	2
4.	Can not locate materials in locker	1	0	7	2	2	8
5.	Locate assignments in notebook	2	7	7	3	1	0
6.	Organize materials	4	4	6	5	0	1
7.	Lose assignment sheets	1	0	8	8	1	2
8.	Could organize more effectively	2	6	7	4	1	0
9.	Use a plan to organize notebook	3	5	5	5	2	0
10.	Improving organizational skills is important	0	2	9	7	1	1

Five short response questions comprised the subjective portion of the student survey on organizational skills. In the post survey, 50 percent of the students stated the reason for not completing work on time was due to their lack of understanding the assignment or insufficient time allotted. In January 1994, 60 percent of the students surveyed would complete ten out of ten assignments. In comparison to the pre-survey, 20 percent would complete ten out of ten assignments.

Reflections and Conclusions

The implementation of alternative strategies improved the students ability to use and process information. The development of this ability enabled the student to improve grades, increase

homework completion, and increase awareness of organizational knowledge. The improvement of the previously mentioned components positively effected the students self-esteem. This was accomplished through staff development and student implementation of the organizational tool.

The staff development component was imperative for the involved teachers to increase their awareness of the study strategy implementation. Consistency among the staff development was crucial, allowing the students to approach any involved staff member. Through the use of consistent verbalization in daily prompts, the teachers assisted the student with placing materials in appropriate sections of the three-ring binder. The staff involved was available throughout the school day to assist students with reorganization of the three-ring binder. The final component of the staff development was to take part in the weekly monitoring of the three-ring binder.

Throughout the implementation of the organizational strategy, the students were responsible for the maintenance of their individual three-ring binders. They independently used their classification skills to organize their materials. The students were expected to identify and explain each section of their three-ring binder to the teacher at the weekly conference. This collaborative effort between the teachers and students allowed for an open atmosphere which increased the likelihood for individual student success.

Chapter 6

DECISIONS ON THE FUTURE

The Solution Strategy

The data indicate that the students' individual three-ring binders should be continued. However, modifications of the original design are suggested. Uniform sized three-ring binders should be purchased to allow each student sufficient space for given materials. A monthly calendar of long term projects assigned could be placed in the beginning of the three-ring binder. This will assist students in pacing themselves when working towards targeted due dates. Another change to consider would be to assign each student a specific day throughout the school week for weekly checks. This will allow ample time for the teacher to conference with each student individually. A benefit with the continuation of the implementation of the three-ring binder would be the use of peer coaches. The students who demonstrated success in using the organizational tool could be teamed up with a student who is beginning to implement the organizational tool.

The intent of this intervention was to increase student responsibility through awareness of an organizational strategy. This awareness empowered the students to become independent learners. Their daily involvement with the organizational strategy allowed the students to generalize and adapt the organizational tool to accommodate their individual needs.

Dissemination of Data and Recommendations

The results of this intervention should be shared with teachers and district personnel. We feel study skills are often overlooked within the educational system. Most educators feel study skills are indirectly taught through the academics. We've observed most students do not learn study skills unless they receive explicit instruction in their use. This applies to special needs students because they generally lack the ability to concentrate for long periods of time and process information effectively. Due to this emphasis on study skills we feel they should be addressed at every level in education.

If study skills were introduced at an early age students would be better prepared for the junior high setting. We feel a presentation to the Board of Education would be beneficial so that they can see the need for consistency throughout the district. This would enlighten the Board on the need to incorporate a continuum of study skills throughout the District curriculum.

To accomplish this the district would need to provide the necessary resources. The use of computer technology would be beneficial. It would allow for a consistent monitoring system of needed records. The district would need to set aside monies for the necessary supplies for the study skills program, as they do with all other academic areas. The most important resource is the instructional personnel. Pre-service training and a continual on-going staff development is crucial to maintain communication and continuity of study skills throughout the school district.

The use of this intervention has reinforced our belief in the importance of directly teaching study skills. By incorporating study skills into the curriculum we are making the educators job more challenging. The educator has the curricular needs to meet as well as the individual needs and modalities of the student. We as educators feel this is a good investment of time and resources. The quality of instruction we set as educators will help students develop the necessary skills to be independent learners.

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APPENDICES

Appendix A
Number of Late Assignments During a Nine Week Period for 1992-93

Student Letter	Def.	Sent.	Alpha	Def.	Sent	Alpha	Def.	Sent.	Alpha	Def.	Sent.	Alpha	Def.	Sent.	Alpha	Def.	Sent.	Alpha
A	O	O	O	+	+	O	+	+	+	O	+	O	O	+	+	+	+	+
B	+	+	+	O	+	+	+	+	O	O	+	+	+	+	+	+	+	+
C	+	+	O	+	+	+	O	O	+	+	+	+	+	O	O	+	+	+
D	+	O	O	+	+	+	O	O	+	+	+	O	O	+	+	+	+	+
E	+	+	+	+	+	+	O	+	+	+	+	+	+	+	+	+	+	+
F	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
G	+	+	+	O	O	+	+	+	O	+	+	O	O	+	O	+	O	+
H	+	+	+	O	+	+	O	O	+	+	+	+	+	O	O	+	+	+
I	+	O	O	O	+	+	+	+	+	O	O	+	O	+	+	O	+	+
J	+	+	+	+	+	+	O	+	+	+	+	+	+	+	+	+	+	+

O = Late
+ = On time

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Vocab. (Page 1) Language Arts 7 1992-1993
Subject Grade 9 week period

Student Letter	Adj. 4	Candy	fruit	Adj. 11	Describe 5	Activity 1	Partner 1	Activity 2	Draft 1	Draft 2	Descript. Article	Descript. group	Fable 1	Draft	Fable 2	Draft	Fable 3	Draft		
A	O	O	+	O	+	O	+	+	+	O	+	O	+	+	+	O	+	+		
B	+	+	O	+	+	+	+	+	+	+	O	O	+	+	+	+	+	+		
C	+	O	+	O	O	+	O	+	+	O	+	+	+	+	O	+	O	+		
D	+	+	O	+	+	+	+	+	+	O	O	+	+	O	+	+	+	+		
E	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		
F	+	+	+	+	+	+	+	O	+	+	+	+	O	+	+	+	+	+		
G	O	+	O	O	+	+	+	O	+	+	O	O	O	O	+	+	O	+		
H	+	+	+	+	O	O	+	+	O	+	+	O	+	+	O	+	+	+		
I	+	O	+	+	+	+	O	O	+	+	+	+	+	O	+	+	O	+		
J	+	+	+	+	+	O	+	+	+	+	+	+	+	+	+	+	O	+		

O = Late
+ = On time

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Student Letter	China Map	Letter	Farm + Tiger	Compare/Contrast	China Test	Zodiac	Education	Trip for 2	Ad/New Japan	Map	Test	Greetname	Packet	p 50-1	Test					
A	+	+	+	0	+	+	+	+	+	+	+	+	+	+	+					
B	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+					
C	+	0	+	0	+	+	0	+	+	+	+	0	+	0	+					
D	+	+	+	+	+	+	+	+	0	+	+	+	+	+	+					
E	+	+	+	+	+	+	+	+	+	+	+	0	+	+	+					
F	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+					
G	+	0	+	+	+	0	+	+	+	+	+	0	0	0	+					
H	+	+	0	0	+	0	0	0	+	+	+	+	+	+	+					
I	+	0	+	0	+	+	+	+	0	+	+	+	+	0	+					
J	+	+	+	+	+	+	+	+	+	+	+	+	0	+						

0 = Late
+ = On time

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52 Social Studies (Subject) 7 (Grade) 1992-1993 9 week period 53

Student Letter

	p.50	p.54	Quiz	p.63	p.66	p.75-6	p.79	Activity	p.88	Exper.	Test	p.94	p.97	p.25-26	Review	Test	p.195-201	Test	p.249
A	+	+	+	+	+	+	0	+	+	+	+	0	0	+	+	+	+	+	+
B	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	0	+	+
C	0	0	+	+	+	+	+	+	0	+	0	+	0	+	+	+	0	+	+
D	+	+	+	+	+	+	+	+	+	0	+	+	+	+	+	+	0	+	+
E	+	+	+	+	+	+	+	+	+	+	+	+	0	+	+	+	+	+	+
F	+	+	+	+	+	+	+	+	0	+	+	+	+	+	+	+	+	+	+
G	0	0	+	+	+	0	+	+	0	0	+	0	+	+	+	+	0	+	0
H	0	0	+	+	+	0	+	+	+	+	+	0	+	0	+	+	+	+	+
I	0	0	+	+	+	+	+	0	+	+	+	+	+	+	+	+	0	+	0
J	+	+	+	+	+	+	+	0	+	+	+	+	+	+	+	+	+	+	+

0 = Late
+ = On time

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54 Page 1 Science (Subject) 7 (Grade) 1992-93

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9 week period 55

Student Letter	p.256	p.259	Test	p.269
A	+	+	+	+
B	+	+	+	+
C	+	+	+	+
D	+	+	+	+
E	+	O	+	O
F	+	+	+	+
G	O	O	O	+
H	+	+	+	+
I	+	+	+	O
J	+	+	+	+

O = Late
+ = On time

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Page 2

Science
Subject

7
Grade

1992-93

9 week period

Student Letter

	Measure	Measure	Test	Divis 1+2	Divis. 3+4	Divis. 5-7	Divis 8	Sub p202	p22	p23	p24	p52	Act.	Cap.	p53	p54	p55	fraction	Work#
A	O	+	+	+	+	O	O	O	+	+	+	O	O	+	O	+	+	+	
B	+	+	O	+	+	+	+	+	O	O	+	+	+	O	+	+	+	+	
C	+	+	+	O	+	O	O	+	+	+	+	+	O	O	O	+	+	O	+
D	+	+	+	+	+	+	+	O	O	+	+	+	+	O	+	O	+	O	+
E	+	+	+	+	O	+	+	+	+	+	+	+	+	+	+	+	+	+	+
F	+	+	+	+	+	+	+	+	O	+	+	+	O	+	+	+	+	+	+
G	O	+	O	+	O	+	+	O	+	+	+	O	O	+	O	+	O	+	
H	+	+	O	+	+	+	+	O	O	+	+	+	+	O	O	O	+	+	
I	+	O	+	O	O	+	+	+	O	+	+	+	O	+	+	O	+	O	
J	+	+	+	+	+	+	O	+	+	+	+	+	+	+	+	+	O	+	+

O = Late
+ = On time

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(Page 1)

Math
Subject

7
Grade

1992-1993
9 week period

59

Student Letter	p.155	p. 197	fract.	fract.	coop.	p. 102	p. 183	Activity	p. 187	Cap.
A	+	O	+	O	+	+	O	+	O	+
B	+	+	+	+	+	+	O	+	+	
C	+	+	+	+	+	+	+	O	O	O
D	+	+	O	+	+	O	O	+	+	+
E	+	+	+	+	+	+	+	+	+	+
F	+	+	+	+	+	+	+	+	+	+
G	+	+	O	O	+	O	+	O	+	O
H	+	O	+	+	+	+	O	+	O	+
I	+	+	O	O	+	+	+	O	+	+
J	+	+	+	+	+	+	+	+	+	+

O = Late
+ = On time

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(Page 2)

Math
Subject

7
Grade

1992-1993
9 week period

Appendix B

Student Survey
Self - Esteem

		Agree	Disagree
1)	I feel confident when a teacher asks for homework.	_____	_____
2)	I feel overwhelmed by the increase in the workload from year to year.	_____	_____
3)	I can handle the increase in work from year to year.	_____	_____
4)	I am satisfied with the grades I earn in the self - contained classroom.	_____	_____
5)	I am satisfied with the grades I earn in mainstream classes.	_____	_____
6)	I feel my materials are organized.	_____	_____
7)	I feel capable of completing assigned work in the self - contained classroom.	_____	_____
8)	I feel capable of completing assigned work in mainstream classes.	_____	_____
9)	I feel embarrassed when I do not complete homework on time.	_____	_____
10)	I don't have to be perfect in everything; as long as I do my best.	_____	_____

Student Survey
Organizational Strategies

Directions: This survey is designed to reflect how you feel about your organizational strategies. Read each item carefully and then mark the column that best represents how the item describes you.

		Always	Sometimes	Never
1.	I find myself asking for a second copy of an assignment sheet or handout.	____	_____	_____
2.	By completing assignments on time, I will understand classroom discussion better.	____	_____	_____
3.	I organize myself effectively in places other than school.	____	_____	_____
4.	It takes me a long time to find materials needed for class in my locker.	____	_____	_____
5.	I can easily locate my assignments in my notebook.	____	_____	_____
6.	When my teacher gives me a handout, I put it in a place where I can easily find it.	____	_____	_____
7.	I lose assignment sheets and don't complete my homework.	____	_____	_____
8.	I could organize my papers more effectively.	____	_____	_____
9.	I use a plan to organize my materials in a notebook.	____	_____	_____
10.	Improving my organization skills is an important skill I think about.	____	_____	_____

Directions: Please answer each question below

1. What are some reasons you don't complete homework assignments on time?

2. How do you decide which assignments you will complete?

3. If you completed a given number of assignments and were given the opportunity to be excused from others, would you be willing to complete more?

4. Out of ten assignments, how many would you complete on time?

5. Describe how your hall locker is organized?

Appendix D
Late Assignments for Quarter One, 1993-94

Student Letter	DOL 1	DOL 2	DOL 3	DOL 4	DOL 5	DOL 6	DOL 7	DOL 8	DOL 9	DOL 10	DOL 11	DOL 12	DOL 13	DOL 14	DOL 15	DOL 16	DOL 17	DOL 18		
A	+	+	+	+	+	+	+	+	O	+	+	O	+	+	+	+	+	+	+	+
B	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		
C	+	O	+	+	O	O	+	+	O	+	+	+	+	O	+	+	+	+		
D	+	+	+	+	O	+	O	O	O	+	+	+	O	+	+	+	+	+		
E	+	+	+	+	+	+	+	+	+	+	+	+	+	O	+	+	+	+		
F	+	+	+	+	+	+	+	+	O	+	+	+	+	+	+	+	+	+		
G	+	+	+	+	+	O	+	+	+	+	+	O	O	O	O	+	+	+		
H	+	+	+	+	+	+	+	+	+	+	O	+	O	+	O	O	+	+		
I	+	O	+	+	+	+	+	O	O	+	+	+	+	+	+	+	+	+		
J	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		

O = Late
+ = On time

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Per. 6/7 (Page 1) Language Arts (Subject) 8 (Grade) Quarter 1

Student Letter

	Detail Paper p.15-16	Lesson 8	Paragraph Paper p.4	p.5+6	p.7	p.8	p.11	Sentence Parts	Brochure p.5+6	p.10-11	p12,13	p 14+15					
A	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		
B	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		
C	+	O	+	O	O	+	O	+	O	O	O	+	+	+	+		
D	+	+	+	+	O	O	O	+	O	+	O	O	O	+	+		
E	+	+	+	O	+	O	+	+	+	+	+	+	O	+	+		
F	+	+	O	O	+	+	+	+	+	+	+	+	O	+	+		
G	O	O	O	O	O	O	O	+	O	O	O	+	O	+	+		
H	+	+	+	+	+	+	+	O	+	O	O	O	+	+	+		
I	+	+	+	O	O	+	+	+	+	O	O	+	+	+	+		
J	O	O	O	O	+	+	O	+	+	O	+	+	+	+	+		

O = Late
+ = On time

Per 6/7 (Page 2) Language Arts 8 Quarter 1

Subject Grade

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Student Letter	ABC	Def.	Sent.	Test	ABC	Def.	Sent.	Scramble	Test	ABC	Def.	Sent.	Test	ABC	Def.	Sent.	Test			
A	+	O	+	+	+	+	O	O	+	+	O	O	+	+	+	+	+			
B	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+			
C	+	O	O	+	+	O	O	+	+	+	O	O	+	+	+	+	+			
D	+	O	+	+	O	O	+	O	+	+	+	+	+	O	O	+	+			
E	+	+	+	+	+	+	+	+	+	+	O	+	+	+	O	+	+			
F	+	+	+	+	+	+	+	+	+	+	+	+	O	+	+	+	+			
G	+	O	O	+	+	O	O	O	O	O	O	O	+	+	O	+	+			
H	+	+	+	+	O	O	O	O	+	+	O	O	+	+	+	+	+			
I	+	O	O	+	+	O	+	O	+	+	O	O	+	+	O	+	+			
J	+	O	+	+	+	O	+	O	+	+	O	+	+	+	O	+	+			

O = Late
+ = On time

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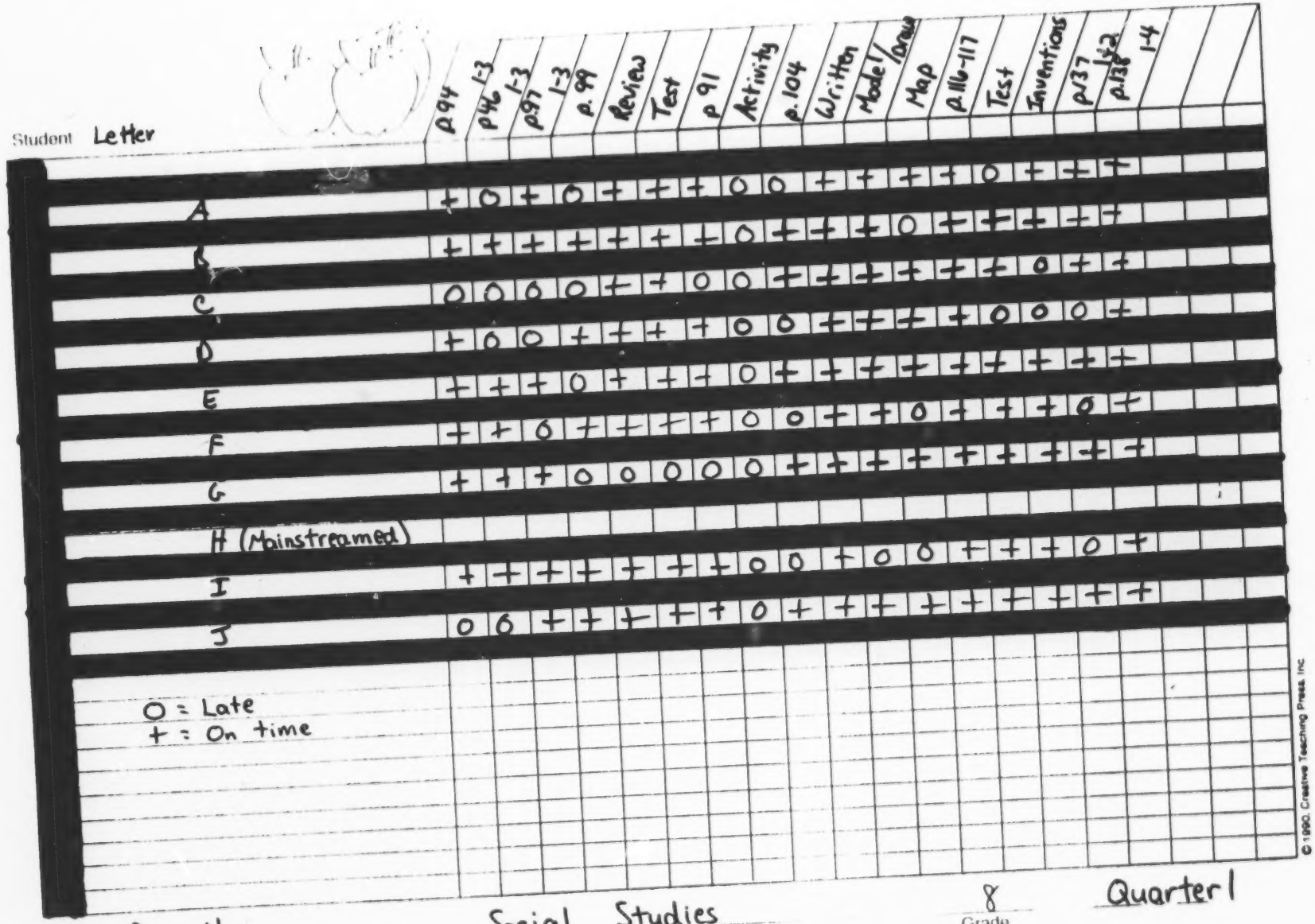
Per 6/7 (Page 3) Language Arts 8 Quarter 1
Subject Grade


Student Letter
p.94
p.46 1-3
p.97 1-3
p. 99 1-3
Review
Test
p. 91
Activity
p. 104
Written
Model/Draw
Map
p. 116-117
Test
Inventions
p. 37 1-2
p. 138 1-2
1-4
A
B
C
D
E
F
G
H (Mainstreamed)
I
J
O = Late
+ = On time
Per. 11
Social Studies
Subject
8
Grade
Quarter 1
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Student Letter	p.2	p.6-7	Metric Quiz	9-14	p.13	p.14-15	p.16-17	p.20-21	Review Packet	Test	p.22-23	5 metals	Symbols	Periodic Table Activ.	p.32-33	Summary: Element	p.38-39	Elements Formulas	Molecules Atoms	Review
A	+	+	+	+	+	+	+	+	+	+	+	O	+	+	+	+	+	+	+	+
B	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
C (Mainstreamed)																				
D	+	+	+	O	O	+	+	+	O	+	+	O	O	+	O	+	+	+	O	+
E	+	+	+	+	+	+	+	O	+	+	+	+	+	+	+	+	+	+	+	+
F	+	+	+	+	+	+	+	+	+	+	O	O	O	+	+	+	O	O	+	+
G (Mainstreamed)																				
H	+	O	+	+	+	O	+	+	+	+	O	O	+	+	+	+	+	+	+	+
I	+	+	+	+	O	O	+	O	+	+	O	O	+	+	O	+	+	+	O	+
J	O	O	+	+	O	O	O	O	+	+	+	+	+	+	O	+	O	+	+	+

O = Late
+ = On time

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Per. 11 — Subject: Science — Grade: 8 — Quarter 1

Student Letter	p.3 8-22	Reteach 2	p.5 4-42 even	p.5 17,19,35,37	p.5 15,21,25,31,36,42	Practice 3 p.8-14	p.7 9-29	Practice 4 p.9-30	13-31	p.10 1-16	p.11 13-24	Practice 6	Practice 7	Practice 8	Test 16	Practice 9	p.22 1-36	p.23 16-17	Practice 11	
A	+	+	+	+	+	+	+	O	+	+	+	+	+	+	+	+	+	+	+	
B	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
C	+	+	+	O	O	+	+	O	O	O	+	+	O	+	O	O	O	O	O	
D																				
E	+	+	+	+	+	+	+	+	O	+	+	+	+	+	+	+	+	+	+	
F																				
G	O	O	O	O	O	+	+	O	O	O	O	O	O	O	+	+	+	+	O	
H	+	+	+	+	+	+	+	+	O	+	O	+	+	+	+	+	+	+	+	
I	O	+	+	+	+	+	+	+	+	O	O	O	O	+	+	+	+	O	+	
J	+	+	O	O	+	+	O	O	+	O	O	O	+	+	+	+	O	+	O	

O = Late
+ = On time

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Per. 4/5 (page 1) Math (Group 1) 8 Quarter 1

Subject Grade

Student Letter	p.28-34 Review	Test	Wkst 13	p. 39	16-24 Practice 15	p. 43 5-18	p. 45 11-23	Decimal Wkst.
A	+	+	+	+	+	+	+	+
B	+	+	+	+	+	+	+	+
C	+	+	+	+	+	+	+	+
D								
E	+	+	+	+	+	+	+	+
F								
G	+	+	+	+	+	O	+	+
H	+	+	+	O	+	+	+	+
I	+	+	+	+	+	O	+	+
J	O	O	O	+	+	+	+	+

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+ = On time

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Per. 4/5 (page 2) | Math (Group I) | 8 | Quarter 1

Subject | Grade

Student Letter

	p.11	1-7 Practice 3 (16)	p.21 (24)	p.19 (24)	p.14 (1-13)	Wkst. 3	Wkst 4	p.23	p.22	$ problems	Review p.21c	Receipt #1	Receipt #2	Addition sheet	Subtraction sheet	Subtraction p.21-23	Multipl. 1-4	p.54	p.15	
A																				
B																				
C																				
D	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	O	O	+	+	
E																				
F	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
G																				
H																				
I																				
J																				

O = Late
+ = On time

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Per. 4/5 (page 1) — Teacher

Math (Group 2) — Subject

? — Grade

Quarter 1 — Date

Student Letter

p.57

A
B
C
D
O
E
F
+
G
H
I
J

O= Late
+ On time

Per 4/5 (page 2) — Teacher

Math (Group 2) — Subject

8 — Grade

Quarter 1 — Date

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Appendix E
Late Assignments for Quarter Two, 1993-94

Student Letter	Compared Contrast	Cause/Effect	Cause/Effect Example p.5	p.6	Time Capsule p.11	Hobbies	Gadget	Daydream	Gadget	p.19	p.20	p.21	p.22	Short Story	p.28	p.33	p.34	
A	+	+	O	+	O	+	O	O	+	O	O	+	+	+	+	O	O	+	O
B	+	+	+	+	+	+	+	+	+	+	+	+	+	+	O	+	+	+	+
C	+	O	O	+	+	+	+	+	+	+	+	+	+	O	O	+	+	+	+
D	+	+	+	+	+	+	+	+	+	+	+	+	+	O	O	+	+	+	+
E	+	+	+	+	+	+	+	+	+	+	+	+	+	+	O	+	+	+	O
F	+	O	O	+	+	+	+	+	+	+	O	O	+	+	+	+	O	O	O
G	+	+	+	+	+	+	+	+	+	+	O	O	+	+	O	+	O	O	O
H	+	O	+	+	O	O	+	+	O	O	O	+	O	+	O	O	+	O	O
I	+	O	O	O	+	+	O	O	+	+	+	+	+	+	O	+	+	+	O
J	+	+	+	O	+	+	+	+	+	O	+	+	+	O	+	+	+	+	O

O= Late
t= On time

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Per. 7/8 (Page 1) Language Arts (Subject) 8 (Grade) Quarter 2

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Student Letter	p.21	p.35	p.38
A	+	+	+
B	+	+	O
C	+	+	+
D	+	+	O
E	+	+	+
F	+	+	O
G	+	O	O
H	+	+	O
I	+	+	+
J	+	O	+

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+ = On time

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Per. 7/8 (Page 2) Language Arts (Subject) 8 (Grade) Quarter 2

Student Letter

	ABC	Def.	Sent.	Test	ABC	Def.	Sent.	Test	ABC	Def.	Sent.	Test	ABC	Def.	Sent.	Test	ABC	Def.	Sent	Unif.
A	+	O	O	+	+	+	+	+	+	O	+	+	+	O	O	+	+	+	O	O
B	+	+	+	+	+	+	O	+	+	+	+	+	+	+	+	+	+	+	+	+
C	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
D	O	+	+	+	+	+	O	+	+	+	+	+	+	+	+	+	+	+	+	+
E	+	+	+	+	+	+	+	+	+	O	O	+	+	+	+	+	+	+	+	+
F	+	+	+	+	+	+	+	+	+	+	+	+	+	O	+	+	+	+	+	O
G	+	O	O	+	O	O	O	O	+	+	+	O	+	+	+	+	+	+	O	+
H	+	O	O	+	+	O	+	+	+	+	+	+	+	O	+	+	O	+	+	+
I	+	O	O	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
J	+	O	+	+	+	+	+	+	+	+	+	O	+	+	+	+	+	O	+	+

O = Late
t = On time

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Per. 7/8 (Page 3) Language Arts 8 Quarter 2

Subject Grade

Student Letter

Student	Test	ABC	Def.	Sent.	Test	ABC	Def.	Sent.	Test	ABC	Def.	Sent.	Test
A	+	+	+	+	+	+	+	+	+	+	+	+	+
B	+	+	+	+	+	+	+	+	+	+	+	+	+
C	+	+	+	+	+	+	+	+	+	+	O	+	+
D	+	+	+	+	+	+	+	+	+	+	O	+	+
E	+	+	+	+	+	+	+	+	+	+	O	+	+
F	+	+	+	+	+	+	+	+	+	O	O	+	+
G	+	+	+	O	+	+	O	O	+	+	O	+	+
H	+	+	O	+	+	+	O	O	+	+	O	+	+
I	+	+	+	+	+	+	+	O	+	+	O	+	+
J	+	+	O	+	+	+	O	+	+	+	O	+	+

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t = On time

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Per. 7/8 (Page 1) Language Arts 8 Quarter 2

Subject Grade

Student Letter

	DOL 19	DOL 20	DOL 1	DOL 2	DOL 3	DOL 4	DOL 5	DOL 6	DOL 7	DOL 8	DOL 9	DOL 10	DOL 11	DOL 12	DOL 13	DOL 14				
A	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+				
B	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+				
C	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+				
D	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+				
E	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+				
F	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+				
G	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+				
H	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+				
I	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+				
J	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+				

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+ = On time

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Per. 7/8 (Page 5) Language Arts 8 Quarter 2

Subject Grade

Student Letter	p.141 1-10	p.143 1-4	In the News p.154-4	p.161 1-5	p.162 1-4	p.167 1-3	Activity	Test	p.168-9	Test	grid 1200s	Movie	Activity						
A	+	O	+	+	O	O	+	+	+	+	+	+	+	+					
B	+	+	+	+	+	+	+	+	+	+	+	+	+	+					
C	+	+	+	+	O	+	+	O	O	O	+	+	+	+					
D	+	+	+	+	+	+	+	+	+	O	O	+	+	+					
E	+	+	+	+	+	+	+	+	+	O	+	+	+	+					
F	+	+	+	+	O	+	+	+	+	O	+	+	+	+					
G	+	O	+	+	+	O	O	O	O	O	O	+	+	+					
H (Mainstreamed)																			
I	+	+	+	+	+	+	+	+	+	+	+	+	+	+					
J	+	+	+	O	+	+	+	+	+	+	O	+	+	+					

O= Late
+= On time

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Per. 11 — Subject: Social Studies — Grade: 8 — Quarter 2

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Student Letter

Student	Aim 2	Aim 3	Quiz 2	Notes p.21	p.24	Test	Stations Exp.	Quiz Aim 7	p.45-48	Calender	p.58	p.59	Aim 11	p.64&65							
A	+	+	+	+	+	+	+	+	+	+	+	+	+	+							
B	+	+	+	+	+	+	+	+	+	+	+	+	+	+							
C (Mainstreamed)									+	+	O	+	+	+	O						
D	+	+	+	+	+	+	+	+	+	+	+	+	+	+							
E	+	+	+	+	+	+	+	+	+	+	+	O	+	+	+						
F	+	+	+	+	+	+	+	+	+	+	+	+	O	+	+						
G	O	O	O	O	O	O	O	O	+	O	O	O	+	+							
H	+	+	+	O	+	+	+	+	+	+	+	+	+	+							
I	+	+	+	+	+	+	O	+	+	O	O	O	+	+							
J	+	+	+	O	+	+	+	+	+	+	+	+	+	+							

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Per. 2 | Science (Subject) | 8 (Grade) | Quarter 2

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Student Letter	p. 48	p. 51	Practice 19	Practice (13-24) 20	Practical	Reteach 21	Reteach 22	Practice 23	p. 59 (1-6)	p. (1-12)	p. 63 (1-21)	Practice 24	Practice 25	Practice 26	p. 29-30	Basic 28	Practice 27	p. 76	Practice 28
A	+	+	+	+	+	+	+	O	O	O	+	O	+	+	+	+	+	+	+
B	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
C	+	+	+	+	O	+	+	+	O	+	+	O	+	+	+	+	+	+	O
D																			
E	+	+	+	+	+	+	+	+	O	+	O	+	+	+	+	+	+	+	+
F																			
G	O	O	+	+	+	O	+	+	+	O	+	+	+	+	+	+	O	+	+
H	+	O	+	+	+	+	+	+	+	+	+	O	+	+	+	+	+	+	+
I	+	O	+	+	+	+	+	+	+	+	+	O	+	+	+	+	+	+	+
J	+	+	+	O	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+

O = Late
+ = On time

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Per. 4/5 (Page 1) Math Subject 8 Grade Quarter 2

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Student	Letter	p. 28	p. 29	p. 30	p. 84-85	p. 86 (Test)	Practice 31
	A	+	+	+	+	+	+
	B	+	+	+	+	+	+
	C	O	O	+	O	+	O
	D						
	E	O	+	+	O	+	+
	F						
	G	O	+	+	O	O	O
	H	+	+	+	+	+	+
	I	O	+	+	O	+	+
	J	+	O	+	O	+	+

O = Late
+ = On time

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Per. 4/5 (Page 2) — Math (Subject) — 8 (Grade) — Quarter 2

Appendix F
Weekly Checklist for Three-Ring Binder

Student	Seaman Notes	Seaman Assign	Science Notes	Science Assign	Reading Notes	Reading Assign	Math Notes	Math Assign	L.A. Notes	L.A. Assign	Social St. Notes	Social St Assign	Home Arts Notes	Home Arts Assign	Fine Arts Notes	Fine Arts Assign	P.E. Notes	P.E. Assign.	Resource Notes	Resource Assign.	Front Pocket	Back Pocket
1																						
2																						
3																						
4																						
5																						
6																						
7																						
8																						
9																						
10																						
11																						
12																						
13																						
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25																						
26																						
27																						
28																						
29																						
30																						
31																						
32																						

Appendix G
Results of Individual Weekly Checklists

Student A		Student B		Student C		Student D		Student E	
Cat.	Order	Cat.	Order	Cat.	Order	Cat.	Order	Cat.	Order
85	85	88	83	78	94	28	22	56	56
100	100	78	83	78	78	50	50	61	56
90	90	78	83	72	72	56	39	94	83
75	75	83	83	89	83	67	67	94	83
85	85	78	78	67	67	67	67	83	89
80	80	89	83	72	67	72	72	83	83
90	90	94	94	94	94	67	67	100	100
80	80	78	78	100	100	67	67	94	89
90	90	89	89	100	100	100	100	94	100
90	85	89	89	78	72	78	67	89	83
85	90	89	89	78	78	83	72	100	100
95	95	89	83	94	83	78	78	100	100
85	85	94	89	89	83	72	67	100	100
100	90	100	94	89	89	78	78	89	78
100	95	78	72	94	94	89	83	100	100
100	100	100	100	100	100	89	89	100	100

Student F		Student G		Student H		Student I		Student J	
Cat.	Order	Cat.	Order	Cat.	Order	Cat.	Order	Cat.	Order
72	72	78	78	81	100	44	31	31	31
67	78	94	89	81	81	38	38	31	19
67	72	72	72	75	75	81	75	56	50
89	89	0	0	63	63	69	69	19	19
89	89	0	0	94	94	75	69	56	44
89	78	0	0	69	69	75	75	44	31
78	83	78	78	94	94	63	63	63	63
100	100	0	0	63	63	50	50	75	56
94	89	0	0	69	69	75	81	75	75
94	83	0	0	81	75	75	69	38	25
89	89	0	0	81	81	75	75	69	69
94	94	0	0	75	75	88	81	69	69
83	83	0	0	100	100	81	88	69	69
100	83	61	61	63	63	100	100	75	69
94	94	67	67	69	69	94	94	69	69
83	83	83	83	81	81	100	94	81	75